



## SOME ASPECTS OF TEACHING ENGLISH GRAMMAR AT UNIVERSITY

Kaharova Shahlo Shaydilloevna

Daughter of Saidov Makhlio Oqil

*Bukhara State University student, Bukhara, Uzbekistan*

**Annotation:** *The article examines certain aspects of teaching English grammar to students. Special attention is paid to developing communicative competences and grammar skills. The authors introduce grammar tasks aimed to develop students' auditory language skills.*

**Keywords:** *teaching grammar; technical universities; speech mechanisms; mechanisms of reading; mechanisms of writing; tense form; vocabulary.*

Today, in the era of scientific and technological progress, English is not only the language of international communication, but also the language of development of cooperation in all areas of social, political and cultural life of mankind. The ultimate goal of teaching a foreign language in a higher educational institution is the transfer of knowledge and skills from a teacher to a student, the development of students' abilities for constant, continuous self-education, the desire to replenish and update knowledge, to creatively use them in practice, in areas of future professional activity.

This article reveals some pedagogical aspects of teaching a foreign language in a technical university. It should be noted that much attention is paid to the development and formation of grammatical skills and abilities, which positively affects the improvement of the mechanisms of speaking, reading and writing. The formation of abilities for oral and written speech in the study of English is impossible without mastering the grammatical material of the target language.

When teaching a foreign language to students of a technical university, it is necessary to take into account the profile training of students, the specifics of their future profession. Students of a technical university study according to the system of progressive information processing, as they better master standard language programs that contain questions on the assimilation of information, work with vocabulary, analysis of lexical units.

To achieve this goal, didactic material is needed in the form of tables, graphs, diagrams, cards. The use of didactic handouts helps to educate students in the need for a constant desire for self-realization, the formation of diligence, a sense of responsibility for the quality of their own knowledge, skills and abilities, the development of the logic of thinking, the ability to extract information and use it in practice, especially when performing grammatical exercises.

One of the features of learning a foreign language by students of a technical university is accuracy, specificity in the use of lexical units and adherence to grammatical rules. However, students are slower to complete tests and written work, as they take more time to think and scrupulously complete assignments.



A particular difficulty for students, native speakers of the Russian language, is the system of tenses in the English language, the coordination of tenses, the use of modal verbs, infinitive constructions. Following the material presented, we come to the conclusion that the accurate and systematic accumulation of grammatical material is the main step towards improving the system of grammatical rules, thanks to which students correctly express their thoughts.

When introducing students to the tense forms of the verb, a significant problem is the correct choice of the tense form for each specific situation. Typical student mistakes include the incorrect use of the completed action, which is transmitted in English in two different forms: “I have meet Tom today” (I met Tom today. Present Perfect) / “I met Tom yesterday” (I met Tom yesterday. Past Simple ) (examples compiled by the authors of the article - D. Zh., S. F.). In both cases, the action is completed, and the student, not knowing the theory, cannot understand in what situations it is necessary to use the Present Perfect and Past Simple, since students may not associate the verb forms with the words "today" (today) and "yesterday" (yesterday).

As already noted, the correct collection of didactic material for the study of grammar is considered the main step towards the formation and memorization of the features of oral and written speech, on which the correctness of oral and written speech ultimately depends.

Recently, there has been a tendency that the study of tense forms of the English verb should be built on the basis of didactic principles: awareness, order, logic of providing information in Russian using English examples. Knowledge of the theory gives us the opportunity to compose English sentences, but these constructions are far from always correct without certain skills and hard training. Hence the idea that there is no point in dwelling on theoretical training in detail, the explanation of the material should be brief. For example, when explaining the grammatical topic Present Continuous Tense in the sense of a planned action in the near future, an explanation is available that the form “I am doing ...” is translated into Russian by the present tense of the imperfective form (“I do”), and not by the future. Therefore, the expression "Today I am reading a book" will be equivalent to the English phrase "I am reading a book today".

Studying the aspect-temporal forms of the verb, students first get acquainted with the grammatical rules, and then work out the acquired knowledge in practical exercises. Denmark. The choice of grammatical material depends on his need for further activities of the future specialist in order to understand the interlocutors and partners.

The aspectual-temporal forms of the English verb are explained and practiced with specific examples. Grammatical constructions are used according to the model. Grammar topics should be presented in an accessible way. Thanks to the active use of tense forms of the English verb, the possession of oral and written speech develops and improves. So, temporary forms of Present Perfect Tense are presented to students in the form of listening, and then practiced on a specific situation. At the same time, various oral tasks are performed, and only at the final stage of processing the material covered, students are given the opportunity to write proposals using this temporary form.



When studying the grammatical norms of the English language, the teacher is obliged to structure his work in stages:

- Introduction to the topic using visual aids (diagrams and tables).
- Actualization of the material covered.
- Compilation of speech structures.

Increased interest should be given to communication-oriented tasks that help develop professional competencies. When choosing didactic information for studying grammar, a teacher can use a variety of teaching methods from level to level, it all depends on the preparedness of students and the development of their linguistic abilities, goals and objectives, as well as the complexity of the grammatical material.

To explain the tense forms of the English verb and memorize this material, it is best to use the following types of tasks:

I. Task for the primary consolidation of grammatical material.

1.1. Translate the sentences into English using the verb "to be" in Present Simple or Past Simple.

My brother is in school now. / My brother is at school now (Present Simple).

In our opinion, tasks that involve choosing the correct form of the verb given in the infinitive, depending on the circumstances, are useful. The student should choose the right temporary indicators of one or another temporary form.

1.2. Open the brackets, put the verb in the correct form.

Yesterday grandfather (to tell) us how he (to work) at the factory during the war. Yesterday grandfather told us how he worked at the factory during the war. / Yesterday grandfather told us how he worked at the factory during the war.

1.3. Put the sentences in the interrogative and negative forms, paying attention to the correct use of the verb.

I was having dinner when you rank me up. / I was having dinner when you called me.

Was I having dinner when you rank me up?

I wasn't having dinner when you rank me up.

1.4. Ask questions for the underlined words and phrases.

We were waiting for you at five o'clock yesterday. / We were waiting for you at five o'clock yesterday.

Who were waiting for you at five o'clock yesterday?

When were we waiting for you?

II. Lexico-grammatical tasks for the repetition of grammatical material.

Tasks of this type are difficult for students, since they are required to convey one or another speech statement. Performing this type of exercise, students better perceive the theoretical material covered and answer the questions on the topic with great interest.

2.1. Repetition with replacement (students are asked to replace the underlined word).

The young actress was given a very difficult role, but she managed it.

The young actress was given a very difficult role, but she did it well. / The young actress was given a tough role, but she pulled it off.



2.2. Phrase completion (students are asked to complete the sentence started by the teacher). You won't make any progress in your English unless...

3.1. Express surprise using the Present Indefinite Tense.

teacher. - Karim lives in Tashkent. / Karim lives in Tashkent.

student. - Does he? I think he lives in London. / Yes? I thought he lived in London.

3.2. Make up short stories in the past tense using the following words:

To travel by car, to make a voyage, to save, to hear, to think, the weather, strange, to reach, not to know the way. / Travel by car, rescue, hear, think, weather, strange, get, get lost.

● Paraphrase the following sentences.

teacher. He was reading in the garden. She saw him. / He was reading in the garden.

She saw him. student. She saw him reading in the garden. / She saw him reading in the garden.

● Make conditional sentences following the rules.

If I had written the composition yesterday, I should be free now. / If I had written an essay yesterday, I would be free now.

I would like to note that this type of assignment develops students' skills in reading, translating, extracting, processing and transmitting information in English, and also increases interest in the subject being studied.

Thus, with the correct formation of grammatical skills with the active use of speech examples through a system of speech exercises, a more effective and competent speech in a foreign language is formed.

#### REFERENCES:

1. Agabekyan I. P. English for universities: textbook. allowance. M.: Prospekt, 2006. 317 p.
2. Weisburd M. L. The use of educational speech situations in teaching oral speech in a foreign language: textbook. allowance. Obninsk: Title, 2001. 128 p.
3. Voevoda E. V., Timchenko M. V. A Course of English. Intermediate: textbook. Moscow: TK Velby; Prospect, 2005. 344 p.
4. Milrud R. P. Methods of teaching English. English Teaching Methodology: textbook. allowance for universities. M.: Drofa, 2007. 256 p.
5. Rogova G. V., Rabinovich F. M., Sakharova T. E. Methods of teaching foreign languages in secondary school. Moscow: Education, 1991. 287 p.
6. Solovova E. N. Methods of teaching foreign languages: a basic course of lectures. Moscow: Education, 2002. 239 p.